Wisconsin Framework for Principal Leadership

In 2012, the Department of Public Instruction (DPI) convened a work team of Wisconsin educators to develop the Wisconsin Framework for Principal Leadership (WFPL). Evaluation experts from the Wisconsin Center for Education Research led the process. The work team referenced a number of state leadership rubrics and the Interstate School Leaders Licensure Consortium (Council of Chief State School Officers, 2008) standards during development. A principal and assistant/associate principal work group revised the WFPL in 2014. An extensive review and revision process ensued in 2017 and resulted in the current draft. The latest activity included a cross-walk comparison between the WFPL and the Professional Standards for Educational Leaders (National Policy Board for Educational Administration, 2015), surveys, listening sessions, and a new work group meeting with 24 school and district leaders.

The Wisconsin Framework for Principal Leadership includes two main leadership domains represented by five subdomains. The two domains are *Developing Effective Educators* and *Leadership Actions*. The Developing Effective Educators domain emphasizes the important influence effective leaders have on two key subdomains of educator, student and organizational learning: human resource leadership and instructional leadership. The Leadership Actions domain includes three subdomains: personal behavior, intentional and collaborative school culture, and school management. Nineteen components, representing leadership competencies, constitute the five subdomains. Each component includes a four-level rubric with descriptions of leadership actions along a continuum from unsatisfactory to distinguished practice. Several leadership themes run through the WFPL, including leadership for equity, distributed leadership, collaboration and continuous improvement. Together, the components, subdomains and domains are designed to help guide principal leadership development across the career spectrum and to assess principal effectiveness.

For each component there are four levels of practice. Within each level there are multiple bullets articulating actions related to performance on the component. When rating each component, the rating should be based on a preponderance of evidence for that particular component; not necessarily based on every bullet within the component. The rubric is not intended to be a checklist.

DPI recognizes that districts differ in their human resources context and policies, such that principals have varying degrees of authority for certain school-level decisions. For example, some districts limit principals' roles in recruiting and selecting teachers. Thus, requirements for the proficient and distinguished level of some components are qualified by the understanding that principals are expected to meet the indicators to the extent that district policy allows.

Wisconsin Framework for Principal Leadership Overview

Domain 1: Developing Effective Educators	Domain 2: Leadership Actions
1.1 Human Resource Leadership 　1.1.1　Recruiting and Selecting 　1.1.2　Assignment of Teachers and Instructional Staff 　1.1.3　Performance Evaluation and Feedback 　1.1.4　Leading Professional Learning 　1.1.5　Distributed Leadership	**2.1 Personal Behavior** 　2.1.1　Professionalism 　2.1.2　Time Management and Priority Setting 　2.1.3　Personal Professional Learning
1.2 Instructional Leadership 　1.2.1　Mission and Vision 　1.2.2　Student Achievement Focus 　1.2.3　Staff Collaboration 　1.2.4　Schoolwide Use of Data 　1.2.5　Student Learning Objectives (Teacher SLOs)	**2.2 Intentional and Collaborative School Culture** 　2.2.1　School Climate 　2.2.2　Communication 　2.2.3　Change Management and Shared Commitment
	2.3 School Management 　2.3.1　Learning Environment Management 　2.3.2　Financial Management 　2.3.3　Policy Management

Domain 1: Developing Effective Educators

Effective school leadership builds, sustains and empowers effective teaching through the intersection of human resource leadership and instructional leadership. As human resource leaders, effective principals use strategies to hire, evaluate and support effective teachers. As instructional leaders, they establish and maintain a schoolwide vision of high quality and rigorous instruction for all students.

1.1   Human Resource Leadership

As effective human resource leaders, principals recruit, select, develop and evaluate teaching staff with the competencies needed to carry out the school's instructional improvement strategies. Effective human resource leaders also develop and leverage teacher leadership talent and foster distributed leadership.

1.1.1   Recruiting and Selecting

Because effective school staff are a key factor in providing high quality, equitable learning opportunities to all students, effective school leaders use a systematic, fair, and consistently-applied hiring process so that staff hired have the competencies to contribute to the school's mission and goals. They use multiple methods to collect information that is likely to predict future effectiveness. Effective school leaders take an active role in recruiting a diverse staff, and involve other staff in the recruitment and hiring process.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
● Does not consistently follow district hiring policies or process	● Follows district hiring policies and process without bias or showing favoritism	● Within the discretion provided by district policies, adapts hiring process to the needs of the school and organizes school-based process to fill vacancies in a timely and fair manner	● Within the discretion provided by district policies, develops and implements a process that ensures the hiring of an effective and diverse staff, and fills all vacancies before the first day of school
● Rarely applies school's vision and mission and school improvement priorities to recruitment and selection decisions	● Inconsistently applies school's vision, mission, and school improvement priorities to recruitment and selection decisions	● Consistently applies school's vision, mission and school improvement priorities to recruitment and selection decisions	● Integrates recruitment and selection strategies within the school improvement plan so that new hires have the skills and abilities to accomplish the school's improvement priorities

● Does not actively recruit candidates for key or hard-to-staff positions; relies only on candidates referred by district	● Actively recruits for some hard-to-staff or key positions, rather than relying only on district-referred candidates	● Consistently recruits for hard-to-staff or key positions, rather than relying only on district-referred candidates	● Builds relationships in profession and within district to identify sources of effective and diverse candidates, and reaches out to encourage them to consider coming to the school
● Does not involve other staff in selection process	● Rarely involves other staff in selection process	● Involves teacher leaders in selection process for instructional staff as often as possible	● Proactively plans for involvement of key stakeholders, including teacher leaders and instructional team members, in selection and recruitment process for all appropriate instructional vacancies

Example Sources of Evidence*:
- ● Descriptions or documents on recruitment
- ● Interview artifacts: questions, assessment description

Domain 1: Developing Effective Educators
1.1 Human Resource Leadership

1.1.2 *Assignment of Teachers and Instructional Staff*

In order to provide equitable access to effective instruction and support, school leaders need to anticipate staff vacancies, plan for the recruiting of new staff, change the assignments of existing staff, and make assignments based on both student needs and staff qualifications and effectiveness. School leaders also need to consider the composition of grade or subject teams to facilitate staff cooperation and build professional community. New staff require orientation to the school's goals, policies, and procedures, and receive support from leaders and peers to smooth the transition to their new roles.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
● Occasionally assigns staff to positions for which they are not qualified when other options are available	● Assigns teachers and other instructional staff to positions based on qualifications, but does not consistently consider student academic needs or equity of student access to effective instruction and support	● Consistently assigns teachers and other instructional staff to positions based on qualifications and student academic needs, and to promote equity in student access to effective instruction and support	● Consistently assigns teachers and other instructional staff to positions based on qualifications and student academic needs, and monitors assignments to ensure that students have equitable access to effective instruction and support
● Rarely anticipates or plans for staff transitions	● Anticipates some staff transitions, but has inefficient plan for such changes	● Identifies potential staff transitions and has strategies to fill positions	● Identifies potential staff transitions well in advance of their occurrence and works with staff to proactively plan for solutions in the best interest of students
● Does not provide orientation to the school's goals, policies, and procedures; new staff are left on their own to seek social, emotional, and technical support	● Provides orientation to the school's goals, policies, and procedures, but does not consistently ensure that new staff receive social, emotional, and	● Ensures all new staff are oriented to the school's goals, policies, and procedures, and receive social, emotional, and technical support from school leaders and peers	● Implements and monitors a system of on-boarding and peer support that ensures all new staff have ongoing social, emotional, and technical support to become

	technical support from school leaders or peers		productive members of the school community
Example Sources of Evidence*: ● Discussion with principal ● Staff allocation plan			

Domain 1: Developing Effective Educators			
1.1 Human Resource Leadership			

1.1.3 Performance Evaluation and Feedback

Quality feedback is fundamental to a growth-oriented evaluation process. As evaluators, principals must strive to accurately assess professional practice, provide high quality feedback and other supports, such as instructional coaching, and foster a cycle of continuous school improvement. Effective school leaders also regularly engage in calibration activities to improve evaluation accuracy.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
● Does not meet minimum number of district required observations	● Limits observations to minimum number required by district evaluation policy, regardless of staff needs	● Observes teachers and other professional staff more often than the minimum required by district policy, based on individual staff needs	● Plans and implements a system that moves beyond minimum district requirements, resulting in frequent observations by peers, teacher leaders, and/or other administrators
● Rarely provides staff with performance feedback	● Often provides staff with general or vague performance feedback	● Consistently provides staff with timely, clear, and actionable performance feedback	● Consistently provides staff with timely, clear, and actionable feedback as part of a cycle of continuous improvement
● Does not complete evaluations that identify accurate levels of performance	● Completes evaluations that demonstrate incomplete knowledge of effective instruction	● Consistently completes evaluations that accurately identify levels of performance and participates in calibration activities to ensure common understanding of evaluation criteria	● Completes evaluations that consistently identify accurate levels of performance, reviews results for reliability, and participates in and occasionally leads calibration sessions or discussions with other evaluators to ensure a common understanding of evaluation criteria

● Fails to document or address weak performance	● Documents and addresses unacceptable performance, but does not proactively work to prevent weak performance from evolving into unacceptable performance	● Consistently documents and appropriately addresses weak performance before it becomes unacceptable; develops and implements plans for improvement when needed, leading to improved performance or other appropriate outcomes	● Monitors staff performance trends, recognizes when staff are struggling, and intervenes promptly with supports and coaching to prevent declining performance

Example Sources of Evidence*:
- Teacher evaluation schedule and documents
- Post-conference/feedback forms
- School visits and/or discussion with principals
- Teacher surveys on evaluation, feedback quality, and support

Domain 1: Developing Effective Educators
1.1 Human Resource Leadership

1.1.4 *Leading Professional Learning*

As the emphasis shifts to school-based, job-embedded, and collaborative professional learning that is directly relevant to improving instruction and support, school leaders have increased responsibility to provide staff with learning opportunities that improve practice and ability to respond positively to student cultural, economic, or linguistic diversity. This involves diagnostic use of staff practice and student learning data to inform the design and monitor the impact of the opportunities provided, as well as aligning learning resources to the school's improvement priorities. The deep learning necessary to improve practice can be facilitated by school leaders working with staff to set learning goals (such as Professional Practice Goals), providing relevant learning opportunities, and monitoring learning accomplishments.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
● Does not provide staff with learning opportunities that are informed by student, classroom, or school data and are aligned with school improvement priorities	● Provides staff learning opportunities that are not consistently informed by current student, classroom, or school data and aligned with school improvement priorities	● Provides staff with learning opportunities that are consistently informed by current student, classroom, and school data, and are aligned with school improvement priorities	● Develops climate where staff create professional learning opportunities informed by analysis of student, classroom, and school data and are an integral part of the school improvement plan
● Does not train or support staff in responding to students' cultural, economic, or linguistic diversity	● Provides sporadic or occasional learning opportunities that address staff learning needs related to students' cultural, linguistic, and economic diversity	● Creates an ongoing set of learning opportunities that systematically address staff learning needs related to students' cultural, linguistic, and economic diversity	● Implements and monitors the impact of a system of learning opportunities that enable staff to respond effectively to students' cultural, linguistic, and economic diversity and create inclusive classroom communities
● Does not encourage teachers to develop a Professional Practice Goal as a focus for their	● Encourages teachers to set a Professional Practice Goal and use it to focus individualized	● Consistently encourages teachers to set a challenging	● Implements and monitors a system in which teachers and their peers engage in regular

individualized professional learning	professional learning, but does not consistently follow through to conduct or facilitate professional conversations that promote professional learning	Professional Practice Goal and share it with peers; follows through by conducting or facilitating professional conversations that promote professional learning	professional conversations around their Professional Practice Goals during the Supporting and Summary Years that improves professional practice

Example Sources of Evidence*:

● Schoolwide professional development plan

● Observations of staff/faculty professional development meeting

● Staff surveys

Domain 1: Developing Effective Educators			
1.1 Human Resource Leadership			

1.1.5 Distinguished Leadership

Increasing demands, higher expectations, and a more complex environment mean that principals can no longer do it all alone. Distributed leadership draws upon staff expertise to address tasks and school priorities. To leverage distributed leadership, school leaders identify opportunities based on school needs and goals, encourage staff to take on leadership roles that contribute to meeting school goals, and support emerging leaders with feedback, coaching, and mentoring.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
● Staff leadership opportunities do not align with school goals or the school improvement plan	● Staff leadership opportunities are inconsistently aligned with school goals and the school improvement plan	● Develops distributed leadership strategy that is aligned with school goals and the school improvement plan and engages teachers with behavioral, curricular or instructional leadership activities	● Develops and implements distributed leadership strategy that results in staff teams taking responsibility for making or recommending important behavioral, curricular or instructional decisions
● Does not encourage staff members to take on formal or informal leadership role	● Encourages staff members to take on formal or informal leadership roles based on their interests	● Encourage staff members to take on formal or informal leadership roles based on their strengths, experiences, and demonstrated success	● Plans and implements multiple strategies for engaging staff members in formal or informal leadership roles which are designed to develop leaders and build on their strengths and experiences
● Rarely provides support to emerging leaders	● Provides some support to emerging leaders, but not in a consistent and systematic way	● Consistently provides supports to emerging leaders, including formal and informal feedback, mentoring or coaching, to promote project	● Develops and implements a system for emerging staff leaders to support each other and continue their development in project management and adult

		management and adult leadership development	leadership by collaborative mentoring, coaching, and sharing leadership opportunities
Example Sources of Evidence*:			
● School improvement plan			
● Observations of team meetings			

Domain 1: Developing Effective Educators

1.2. Instructional Leadership

As effective instructional leaders, principals work with the school community to articulate a shared vision of improvement that serves as the focus of their work. This vision is evident in classroom observations and feedback, collaborative work opportunities, and rigorous Student Learning Objectives. Effective principals focus on equitable student outcomes by setting clear staff and student expectations, and facilitating the use of data for student growth.

1.2.1 Mission and Vision

A strong mission and vision helps communicate, in a compelling manner, the purpose and direction of the school organization. School leaders cultivate collective responsibility for the achievement of students through the collaborative development of the mission and vision that emphasizes the shared belief that each student is an active learner. Executing the mission and vision involves aligning initiatives to the goals identified in the school improvement plan and engaging stakeholders in the assessment of goals and the adjustment of practices to guarantee equitable student access to effective instruction and a rich curriculum.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
● Articulates instructional vision or mission that lacks clarity and is not reflected in school improvement plan	● Articulates a coherent instructional vision and mission, but some aspects are unclear and/or missing from school improvement plan	● Creates and communicates clear instructional vision and mission that is reflected in school improvement plan and responsive to student cultural, linguistic, and economic diversity	● Creates and communicates shared instructional vision and mission that is reflected in the school improvement plan and promotes equitable opportunities and outcomes for all students
● Does not involve stakeholder groups in the development of, or cultivate commitment around, the school improvement plan	● Involves some stakeholder groups in the development of the school improvement plan, resulting in a mission and vision that is not widely shared among students and staff	● Involves all stakeholder groups in the development of the school improvement plan using evidence-based strategies, resulting in mission and vision that is widely shared with and understood by students and staff	● Involves all stakeholder groups in the development of the school improvement plan using evidence-based strategies, resulting in shared responsibility for the mission and vision throughout the school and larger community

● Does not assess school improvement plan progress and results	● Inconsistently assesses school improvement plan progress and results	● Consistently assesses school improvement plan as part of ongoing progress monitoring practices	● Consistently assesses, and uses school improvement plan to drive improved results

Example Sources of Evidence*:

- School improvement plan
- School learning objectives
- Communication with stakeholders and parents (newsletters, website)
- Memos or other communication with staff
- School data
- Observations of faculty actions during walkthroughs
- Staff, student and community surveys
- Goal alignment

Domain 1: Developing Effective Educators

1.2 Instructional Leadership

1.2.2 Student Achievement Focus

Effective principals are a leading factor in improved student achievement and are critical in a school's success. Effective principals must believe and instill in others the belief that all students can learn at high levels. A school leader is responsible for ensuring that each student has the opportunity to graduate college and/or career ready, and must consistently monitor for and address achievement gaps in and across student groups. Learning leaders engage in continual observation and feedback cycles to ensure equitable access to quality programs and instruction, and foster community partnerships to enhance access to rich curriculum and authentic learning experiences.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
● Does not or sets low expectations for students' academic or behavioral performance	● Sets inconsistent expectations for students' academic and behavioral performance	● Involves staff in setting consistently rigorous expectations for students' academic and behavioral performance	● Builds capacity in staff and students to consistently enact rigorous expectations for the academic and behavioral performance of all students
● Does not monitor the fidelity or integrity of curricular and instructional programs	● Inconsistently monitors the fidelity and integrity of curricular and instructional program	● Consistently monitors the fidelity and integrity of curricular and instructional programs through classroom observation and feedback, and continuous review of student data	● Builds capacity in teacher leaders to monitor fidelity and integrity of curricular and instructional programs through classroom observation and feedback, and continuous review of student data
● Does not pursue community partnerships to enhance academic program	● Pursues community partnerships to enhance academic program, but is often unable to establish lasting community support	● Secures lasting community partnerships that enhance key academic program areas	● Builds capacity in staff to secure and maintain community partnerships in key areas and multiple other aspects of the academic program

● Does not assess the equity of access to rigorous curriculum as part of developing the school improvement plan	● Identifies and uses measures to assess equity of access to rigorous curriculum for some student groups when developing the school improvement plan, but may not include strategies to address any inequities found	● Uses multiple measures to assess equity of access of all relevant student groups to rigorous curriculum when developing the school improvement plan and includes viable strategies to address any inequities found	● Works collaboratively to encourage staff to continuously monitor equity of access to rigorous curriculum for all students and takes necessary actions to correct or prevent inequities
● Does not or inconsistently provides student academic and/or behavior supports	● Provides supports to teachers and other staff to differentiate instruction and behavior	● Coaches teachers and staff in implementing high-quality universal instruction within multi- leveled systems of support	● Staff independently support and implement effective multi-level systems of support that result in improved student learning and behavior

Example Sources of Evidence*:

- ● Observations of following possible venues: leadership team meetings; department meetings; faculty meetings; listening sessions; parent-teacher teams
- ● School improvement plan
- ● Root-cause analysis of data for improvement
- ● Data- informed advocating for course offerings/needs
- ● Equitable representation in courses, clubs, organizations, scholarships

Domain 1: Developing Effective Educators			
1.2 Instructional Leadership			

1.2.3 Staff Collaboration

The principal plays an important role in the construction of adult professional learning cultures. Principals provide opportunities for collaboration that are aligned to school and district goals and provide structures and models for collaboration focused on instruction, teaching, and learning. Formal and informal collaboration opportunities around student learning and instructional practices promotes reflective inquiry and collective responsibility for student achievement. In addition, communities of learning present opportunities for shared leadership, as teachers assume greater leadership in the analysis of student data and change in instructional practices.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
● Does not establish or support collaboration opportunities focused on planning, teaching and learning	● Encourages, but provides limited collaboration opportunities focused on planning, teaching and learning	● Encourages and provides multiple opportunities for collaboration focused on planning, teaching and learning	● Staff use collaborative opportunities created by principal, and on their own, to engage in data analysis, action planning, implementation and feedback in a cycle of continuous improvement focused on teaching and learning
● Does not engage with collaborative teams to promote high expectations for professional work, equitable practice, and continuous Improvement	● Periodically engages with collaborative teams to promote high expectations for professional work, ethical and equitable practice, and continuous improvement	● Consistently engages with collaborative teams to promote high expectations for professional work, ethical and equitable practice, and continuous improvement	● Actively aligns work of collaborative teams to building and district improvement plans, promoting high expectations for professional work, ethical equitable practice, and continuous improvement

Example Sources of Evidence*:

● Team meeting agendas

● School schedule

● Observations of principal during professional learning opportunities and interactions with learning teams

● Observations of PLC meetings

● PLC agenda work products

Domain 1: Developing Effective Educators			
1.2 Instructional Leadership			

1.2.4 Schoolwide use of Data

School leaders who provide the time and space for ongoing collaborative cycles of inquiry based on data can model, facilitate and empower staff in the use of relevant data to make instructional decisions. Meaningful use of data fosters a culture of inquiry as principals and teachers engage in a continuous review of student academic growth, teacher professional growth, school improvement plan, and School/Student Learning objective data to address opportunity and achievement gaps in and across groups of students and to inform systems of student support.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
● Rarely organizes school wide efforts to analyze data to inform school improvement strategies	● Inconsistently organizes school wide efforts to analyze data to inform school improvement strategies	● Consistently organizes and facilitates schoolwide efforts to analyze data for purposes of continuous improvement using multiple sources of relevant school, staff or student data	● Builds capacity in others to organize and facilitate school wide efforts to analyze data for purposes of continuous improvement using multiple sources of relevant school, staff or student data
● Does not analyze school data to identify disproportionality within student groups	● Analyzes school data to identify disproportionality within student groups annually; identifies strategies to address equitable access and/or achievement gaps, but does not regularly monitor their effectiveness	● Consistently analyzes school data and the effectiveness of strategies to address equitable access and achievement gaps throughout the year	● Consistently analyzes school data resulting in timely response to the academic and social-emotional needs of individual students (including underserved populations) and a reduction of achievement gaps
● Does not encourage use of strategic assessment framework	● Encourages use of strategic assessment framework (e.g., formative, interim, and	● Leads efforts to develop and use strategic assessment framework (e.g., formative, interim, and	● Integrates the use of strategic assessment framework within multi-tiered systems of support to

(e.g., formative, interim, and summative)	summative) to drive instruction and advance learning	summative) to drive instruction and advance learning	drive instruction and advance learning

Example Sources of Evidence*:

● Agendas for team meetings, grade level meetings, board reports
● Observations of leadership/data team meetings
● Student and School Learning Objectives
● School data

Domain 1: Developing Effective Educators			
1.2 Instructional Leadership			

1.2.5 Student Learning Objectives (Teacher SLOs)

To maximize the impact of teacher Student Learning Objectives on student achievement, principals must be knowledgeable about SLO criteria (drawing upon Educator Effectiveness SLO guidance), and help teachers meet the criteria through access to resources and support Teacher SLOs that align with and support school improvement priorities can help meet classroom and schoolwide learning goals.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
● Does not assists teachers in developing SLOs that adhere to the Educator Effectiveness criteria	● Inconsistently assists teachers in developing SLOs that adhere to the Educator Effectiveness criteria	● Consistently assists teachers in developing SLOs that adhere to the Educator Effectiveness criteria and impact teaching practice	● Consistently assists teachers in developing SLOs that adhere to the Educator Effectiveness criteria and significantly impact student learning
● Does not provide teacher SLO training	● Provides orientation and ongoing SLO training to teachers	● Embeds SLO training within conferences and staff professional learning opportunities	● Builds teacher leaders' capacity to provide ongoing SLO training to teachers, peers, and evaluators that promotes use of data to set goals and align goals to the school improvement plan
● Does not provide opportunity for teachers to collaborate or receive feedback on SLO goals and strategies	● Provides limited opportunities for teachers to collaborate and receive feedback on SLO goals and strategies	● Provides ongoing opportunities for teachers to collaborate and receive feedback on SLO goals and strategies throughout the EE cycle	● Supports and encourages teacher leaders to facilitate discussion and collaboration on SLO goals and strategies throughout the EE Cycle

Example Sources of Evidence*:
● Sample of SLOs
● Discussion with principal
● Observations of teacher/data team meetings

- Meeting minutes
- Professional Development aligned to teacher SLOs

Domain 2: Leadership Actions

Effective principals take actions that set the stage for improved teaching and learning. Effective principals model professional and respectful personal behavior, facilitate a collaborative and mutually supportive working environment focused on the achievement of each learner, and manage resources and policies in order to maximize success on the school's instructional improvement priorities.

2.1 Personal Behavior

Effective principals model professionalism by exhibiting ethical and respectful behavior that is displayed in the interactions with student, staff, parents and the community. Effective principals also maximize time focused on student learning, use feedback to improve personal performance and student achievement.

2.1.1 Professionalism

Students, staff, parents and other caregivers look to school leaders to demonstrate a positive demeanor and set an example for professional behavior in others. Such leadership is exemplified by consistently addressing negative actions, fostering an environment where staff share accountability for ethical practice, and leading others in culturally responsive practice. School leaders also contribute to the profession by participating in and occasionally leading activities that promote school leadership and organizational effectiveness.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
● Does not model positive professional or ethical behavior	● Inconsistently models positive professional or ethical behavior	● Consistently models positive professional and ethical behavior, which contributes to respect, rapport, and trust within the school	● Consistently models positive professional and ethical behavior, which contributes to respect, rapport and trust within the school and community at large
● Fails to hold staff to professional, ethical, and respectful behavioral expectations	● Expects staff to display professional, ethical, and respectful behavior, but inconsistently holds them accountable for doing so	● Expects staff to display professional, ethical, and respectful behavior at all times and addresses inappropriate conduct or practice when reported or observed	● Creates conditions where staff share accountability for respectful, ethical and professional practices
● Does not participate in activities that contribute to the education profession	● Rarely participates in activities that contribute to the education profession	● Regularly participates in activities that contribute to the education profession	● Leads activities that contribute to the education profession

● Lacks knowledge of and does not demonstrate culturally responsive practice	● Understands but inconsistently demonstrates culturally responsive practice	● Consistently demonstrates knowledge of, and engages in, culturally responsive practice	● Consistently demonstrates culturally responsive practice and supports those practices in others, resulting in improved student access to comprehensive learning opportunities

Example Sources of Evidence*:

● Observations/school visits

● Discussion with principal

● Staff and stakeholder survey responses

Domain 2: Leadership Actions
2.1 Personal Behavior

2.1.2 Time Management and Priority Setting

The best school improvement plan will not deliver results unless school leaders adhere to the identified goals and engage in decision-making that prioritizes time for teaching and learning. School leaders must set clear and realistic action steps (such as SMART goals), and adhere to them to achieve school goals. The extent to which they promote these practices with others will help the school meet priorities.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
● Rarely focuses school objectives or action steps on school improvement priorities	● Inconsistently focuses school objectives and action steps on school improvement priorities, resulting in limited student learning outcomes	● Consistently focuses school objectives and action steps on school improvement priorities resulting in increased student learning outcomes in some priority areas	● Focuses school objectives and action steps on school improvement priorities resulting in increased school learning outcomes in most priority areas
● Does not plan for future needs or set appropriate timelines	● Attempts to plan for future needs, but some timelines are not realistic or appropriate	● Plans for realistic and appropriate objectives, action steps and timelines to meet future needs	● Collaboratively plans for realistic and appropriate objectives, action steps, and timelines resulting in meeting future needs
● Does not assess use of time to meet goals, priorities and deadlines	● Inconsistently assesses use of time to meet goals, priorities and deadlines	● Consistently assesses use of time to meet goals, priorities and deadlines	● Creates time efficiencies to maximize focus on goals, priorities and deadlines
● Fails to establish clear guidance about priority of instructional time	● Recognizes need to protect instructional time, but allows distractions to shift focus from instructional efforts	● Acts to protect instructional time by keeping teachers, students and staff focused on student learning and minimize external distractions	● Enables teachers, students, and staff to enhance or increase time for learning

Example Sources of Evidence*:
● School improvement plan
● Faculty/team meeting observations
● School visits

Domain 2: Leadership Actions			
2.1 Personal Behavior			

2.1.3 Personal Professional Learning

Effective school leaders promote professional learning in others and actively pursue their own professional learning. They do so by soliciting feedback from others, including their supervisors, teachers, and other stakeholders, keeping current with research on leadership practice, student learning, and organizational development, and applying research-derived practices to meet personal and school goals.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
● Rarely seeks or applies feedback to improve leadership practice	● Seeks feedback from teachers but inconsistently uses feedback to improve leadership practice	● Actively solicits feedback from students, parents, staff, and supervisor and analyzes feedback to improve leadership practice	● Implements efficient systems that generate feedback from all stakeholder groups, including those not typically engaged, and analyzes and incorporates changes resulting in improved leadership practice
● Does not reflect on personal professional practice and does not participate in professional learning activities	● Occasionally reflects on personal professional practice and infrequently participants in professional learning activities	● Regularly and accurately reflects on personal professional practice and participates in professional learning activities	● Regularly and accurately reflects on personal professional practice, its implications for teacher and student learning and participates and provides ongoing professional learning activities
● Does not apply current educational research to inform practice	● Seldom applies current educational research to inform practice	● Consistently applies current educational research to practice and monitors impact	● Consistently applies current educational research to practice, monitors impact, and revises strategies based on monitoring and feedback

Example Sources of Evidence*:

● School improvement plan

● Notes from observation of listening session (faculty team meetings)

Domain 2: Leadership Actions

2.2 Intentional and Collaborative School Culture

Effective principals establish a climate of trust and collaboration among school staff, students and the community while creating conditions that fosters an inclusive, culturally responsive, and learning-focused school environment. They build positive relationships and a shared commitment to change through effective communication and collaborative decision making.

2.2.1 School Climate

A strong and positive school climate is necessary for student and educator success. Principals have a major role in shaping and supporting the school climate by fostering a shared understanding of the school's values, beliefs, goals, and standards for interactions that are inclusive and representative of the different perspectives. In addition, through their actions school leaders can develop trusting relationships that contribute to a climate where educators and students feel ownership and are encouraged to take risks aligned to school goals.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
● Neglects relationships and is ineffective in establishing trust, resulting in a negative school climate	● Understands importance of, but struggles to establish and maintain a positive school climate through relationships built on trust among students, families, staff, and community from diverse backgrounds	● Establishes and maintains a positive school climate through relationships built on trust among students, families, staff, and community from diverse backgrounds	● Creates conditions where school community takes ownership and maintains positive school climate based on trust and relationships among students, families, staff, and community from diverse backgrounds
● Rarely or inaccurately evaluates school climate to ensure that it is inclusive of different perspectives	● Inconsistently evaluates school climate to ensure that it is inclusive of different perspectives	● Regularly evaluates school climate and takes steps to ensure that it is inclusive of different perspectives	● Collaborates with staff to regularly evaluate school climate and confront barriers, including misconceptions about race, culture, class and other differences

Example Sources of Evidence*:
- Newsletter
- Community engagement plan
- Discussions with principal, staff, students and parents

- Positive Behavior Intervention System (PBIS) Data
- School climate survey/parent survey

Domain 2: Leadership Actions
2.2 Intentional and Collaborative School Culture

2.2.2 Communication

Effective communication leads to organizational coherence through the development of a shared understanding and support of the school mission and vision and school improvement goals among all stakeholders. Using communication strategies a school leader can develop a shared organizational purpose representative of high expectations that are specific to the school context and student population. Clear communication provides the direction and develops understanding and motivation around school goals and improvement efforts. Successful methods of communication are tailored to the audience (i.e., staff, parents, students, community), evaluated, and modified to ensure they are effective. School leaders who are good communicators also respond in timely and meaningfully ways to the inquiries they receive.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
● Rarely communicates school goals, learning expectations, challenges, improvement plans, and progress to stakeholders	● Provides incomplete communication about school goals, learning expectations, challenges, improvement plans and progress to some stakeholders	● Provides comprehensive communication about school goals, learning expectations, challenges, improvement plans and progress to most stakeholders	● Provides comprehensive communication about school goals, learning expectations, challenges, improvement plans and progress to all stakeholders
● Does not assess effectiveness of different communication approaches	● Assesses effectiveness of some communication approaches, but does not appropriately adapt messages as needed	● Assesses effectiveness of some communication approaches and adapts as needed	● Assesses effectiveness of all communication approaches and adapts as needed
● Responses to parents, staff and community members are not timely and/or meaningful	● Inconsistently responds to contact from parents, staff and community members in a timely and/or meaningful way	● Solicits input and consistently responds to contacts from parents and staff in a timely and meaningful manner	● Solicits input and consistently responds to contacts from parents, staff and community members in a timely manner that addresses their concerns

Example Sources of Evidence*:

● Newsletters, emails, correspondence with parents, community members and stakeholders

- ● Communication plan and log
- ● Social Media
- ● School websites
- ● Web 2.0 interactive information

Domain 2: Leadership Actions
2.2 Intentional and Collaborative School Culture

2.2.3 Change Management and Shared Commitment

Leading change by building shared commitment and ownership within the school and in the broader community is a way for school leaders to improve student learning and transform schools. School leaders can effectively manage change when they cultivate collaborative leadership, build consensus by demonstrating the value of change, and integrate district and state initiatives into school improvement goals.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
● Pursues new changes in a haphazard manner, without connections to research or school priorities	● Pursues new changes that may have a research basis, but are not connected to school priorities	● Pursues new changes based on current research to address school priorities	● Pursues new changes based on continuous review of school data and current research to address school priorities
● Does not seek input or secure cooperation, and instead makes unilateral, arbitrary decisions	● Seeks some input from stakeholders, but pursues improvement processes without securing cooperation needed to support change process	● Engages teachers and other stakeholders in planning and initiating improvement processes and managing change	● Builds capacity in teachers and other stakeholders to initiate improvement strategies and facilitate the change management process
● Fails to identify areas in which agreement and/or consensus is necessary	● Identifies areas where agreement is necessary but has not implemented strategies to achieve agreement	● Uses multiple strategies to work toward consensus for improvement, including shared problem-solving approaches	● Fosters an inclusive process for collaboration and regularly incorporates different perspectives and dissenting voices into decision making
● Does not accept or does not support district decisions	● Even if significant philosophical differences exist, accepts and supports district decisions when final	● When significant philosophical differences exist, uses appropriate method(s) to question district direction, but accepts and supports decisions when final	● When significant philosophical differences exist, uses appropriate method(s) and evidence-based arguments to question district direction, but accepts and supports decisions when final
● Ignores or contributes to conflict			

		● Acknowledges but avoids addressing some conflicts	● Recognizes that conflict is inevitable, depersonalizes disagreement, and respects varying points of view	● Successfully anticipates conflict and is proactive in defusing and resolving disagreements among stakeholders

Example Sources of Evidence*:

● Disciplinary procedures and referrals

● Grievance records

● Discussions with staff, students and parents

● School improvement plan

● Communication with stakeholders and staff

● School climate survey

Domain 2: Leadership Actions

2.3 School Management

Effective principals implement and maintain safety plans which ensure an inclusive and safe learning environment. Engaging staff in understanding and implementing policies, procedures, laws and regulations builds capacity and allows the principal time to focus on student learning. School leaders must efficiently manage limited financial resources for sound educational programming and engage with staff and community to maximize allocations and potentially leverage additional resources.

2.3.1 Learning Environment Management

Creating environments conducive to learning is essential to student academic, social, and emotional success as well as that of the educators and staff. Managing the operations of a school building is a fundamental school leadership responsibility that must be balanced with critical instructional leadership roles. Proactive planning, and shared responsibility for safety, help to maintain an environment supportive of learning and the physical and emotional well-being of students and staff.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
● Does not create a plan for physical and socio-emotional safety of staff and students	● Creates and attempts to implement a plan for physical and socio-emotional safety of staff and students, but unaddressed issues impede the plan	● Creates and implements a plan for physical and socio-emotional safety of students and staff	● Staff and students collaborate to develop and implement a plan for physical and socio-emotional safety and monitor its effectiveness
● Has not implemented a crisis management plan	● Implements a crisis management plan, but periodic tests and updates of the plan do not consistently occur	● Implements a clear crisis management plan that is known by all staff, periodically tested, and updated as needed	● Implements, reflects upon and improves, a clear crisis management plan that is known by all staff, periodically tested, and updated as needed
● Ineffectively cooperates with district staff to develop and maintain a clean and productive learning environment	● Occasionally cooperates with district staff to develop and maintain a clean and productive learning environment	● Consistently cooperates with district staff to develop and maintain a clean and productive learning environment	● Cooperates with district staff and fosters community involvement in developing and maintaining a clean and

● Does not consider extended community learning and social services opportunities	● Occasionally considers and acts upon extended community learning and social services opportunities	● Consistently considers and acts upon extended community learning and social services opportunities	productive learning environment ● Collaborates with staff and community to plan and implement regular opportunities for extended community learning and social services support

Example Sources of Evidence*:

- Facility reviews
- Crisis management plan
- In-service and faculty meeting agendas
- Behavior management plan
- Work orders
- Email to appropriate departments
- Short and long-range facilities improvement plans

Domain 2: Leadership Actions			
2.3 School Management			

2.3.2 Financial Management

Creating and maintaining a school budget that is aligned to school improvement goals promotes equitable practices, conveys the significance of goals, and directly impacts the likelihood of goal success. Effective school leaders collaboratively develop budgets by identifying learning priorities and the financial needs to support them, manage funds flexibly and responsibly, and manage budgets aligned with school improvement goals and promote equitable practices.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
● Does not develop required budgets	● Develops budget as required and informs stakeholders	● Conducts needs analysis and includes stakeholder input as part of budget development	● Conducts needs analysis and includes stakeholder input while clearly aligning budget with instructional goals and school improvement priorities
● Performs ineffective budget management	● Manages budget within guidelines	● Manages budget with flexibility and seeks approval when variance is needed	● Manages budget with flexibility and obtains approval when variance is needed to fully support school improvement priorities
● Resource allocation does not accurately reflect school improvement priorities or access to equitable practices	● Inconsistently allocates resources to support school improvement priorities and equitable practices	● Consistently allocates resources to support school improvement priorities and access to resources that promote equitable practices	● Uses innovative resource reallocation strategies to support school improvement priorities and equitable practices

Example Sources of Evidence*:

● School budget reports and planning documents

● School improvement plan

● Grant applications and awards

● In-service and faculty meeting agendas

Domain 2: Leadership Actions			
2.3 School Management			

2.3.3 Policy Management

Promoting understanding, implementation, and compliance with policies, procedures, laws, and regulations provides safeguards that the school is meeting the needs of all students and staff. Effective leaders maintain policies, procedures, laws, and regulations, and facilitate understanding by all to promote student learning and the success of the school.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
● Does not engage staff in understanding policies, procedures, laws and regulations leading to frequent violations and does not work to resolve violations	● Inconsistently engages staff in understanding and implementing policies, procedures, laws and regulations leading to occasional violations and takes minimal action to address violations	● Consistently engages staff in understanding and implementing policies, procedures, laws and regulations and works to resolve violations	● Consistently engages staff and other stakeholders in understanding and implementing policies, procedures, laws and regulations leading to no violations
● Does not maintain appropriate policy documentation	● Inconsistently maintains appropriate policy documentation	● Consistently maintains appropriate policy documentation	● Builds staff understanding of and processes for maintaining appropriate policy documentation and a process to clarify policies and procedures
● Does not participate in activities with local policy makers on issues that directly impact school and leadership practice	● Inconsistently participates with local policy makers on issues that directly impact school and leadership practice	● Consistently participates with appropriate policy makers to influence policies that directly impact school and leadership practice	● Participates in opportunities to connect with local, state, and federal policymakers to advocate for changes that positively impact school and leadership practice

Example Sources of Evidence*:

● District compliance reports

● Communication examples with local and state decisions makers

● In-service and faculty meeting agendas

● Memos, emails, school audit reports

*A more extensive list of potential evidence sources appears in the EE System User Guide for Principals, Principal Supervisors, and Coaches.

References

Council of Chief State School Officers (2008). Educational Leadership Policy Standards: ISLLC 2008. Washington, DC: Author.

National Policy Board for Educational Administration (2015). Professional Standards for Educational Leaders 2015. Reston, VA: Author.